

**THE INFLUENCE OF USING VIP (VERY IMPORTANT POINT)
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK MIFTAHUL
ULUM BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

MERI SUSANTI

NPM. 1611040152

Study Program : English Education
Advisor : Dr. Mohammad Muhassin, M.Hum
Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG**

2021

**THE INFLUENCE OF USING VIP (VERY IMPORTANT POINT)
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK MIFTAHUL
ULUM BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree**



Study Program : English Education
Advisor : Dr. Mohammad Muhassin, M.Hum
Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY OF LAMPUNG
2021**

ABSTRACT

THE INFLUENCE OF USING VIP (VERY IMPORTANT POINT) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK MIFTAHUL ULUM BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

**By
Meri Susanti**

In this research, the researcher found that in SMK Miftahul Ulum the students' reading comprehension is still low especially in reading descriptive text. It can be seen from students' scores, based on Brown's criteria there were 56.6% of students with low scores. To solve the problems, the researcher applied the VIP (Very Important Point) strategy. The objective of the research was to find out whether or not there was a significant influence of using VIP (Very Important Point) strategy towards students' reading comprehension on descriptive text at the tenth grade of SMK Miftahul Ulum Bandar Lampung in the academic year of 2020/2021. In this research, the population was tenth-grade students of SMK Miftahul Ulum Bandar Lampung. The sample of this research was 71 students that were taken from two classes, the first class as an experimental class which consists of 35 students, and the second class as a control class which consists of 36 students. The methodology of the research was quasi-experimental design. In collecting the data, the researcher used an instrument in form of multiple-choice questions. In this research, the researcher was analyzing the data by using SPSS version 24. From the data analysis, the researcher found that $\text{Sig.} = 0.000$ and $\alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. This means there was a significant influence of using VIP (Very Important Point) strategy towards students' reading comprehension on descriptive text at the tenth grade of SMK Miftahul Ulum Bandar Lampung in the academic year of 2020/2021.

Keywords: *Reading comprehension, VIP (Very Important Point) strategy, Descriptive text*

DECLARATION

I am a student with the following identity:

Name : Meri Susanti

NPM : 1611040152

Thesis : The Influence of Using VIP (Very Important Point) Strategy
towards Students' Reading Comprehension on Descriptive Text at
the Tenth Grade of SMK Miftahul Ulum Bandar Lampung in The
Academic Year of 2020/2021

Hereby, I state this thesis is definitely my own work. I am completely responsible
for the content of this thesis. Other researcher opinion or findings included in this
thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 2021

The Researcher,

Meri Susanti
NPM. 1611040152



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289 Kode pos 35131

APPROVAL

Title : THE INFLUENCE OF USING VIP (VERY IMPORTANT POINT) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK MIFTAHUL ULUM BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021.

Student's Name : MERI SUSANTI

Student's Number : 1611040152

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung.

Advisor,


Dr. Mohammad Muhassin, M.Hum
NIP. 197708182008011012

Co-Advisor,


Agus Hidayat, M. Pd
NIP.

**The Chairperson of
English Education Study Program**


MEISURI, M. Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING VIP (VERY IMPORTANT POINT) STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK MIFTAHUL ULUM BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021”**, by: **MERI SUSANTI, NPM: 1611040152, Study Program: English Education**, was tested and defended in the examination session held on: **Thursday, April 22nd 2021.**

Board of Examiner:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

The Primary Examiner : M. Ridho Kholid, M.Pd

The First Co-Examiner : Dr. Mohammad Muhassin, M.Hum

The Second Co-Examiner : Agus Hidayat, M. Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M. Pd.

NIP: 19640828 198803 2 002

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read! in the name of the Lord and Cherisher, who created

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

Created man, out of a clot of congealed blood

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

Read! And the lord is most Bountiful

[Q.S. Al-Alaq (96): 1-3]¹

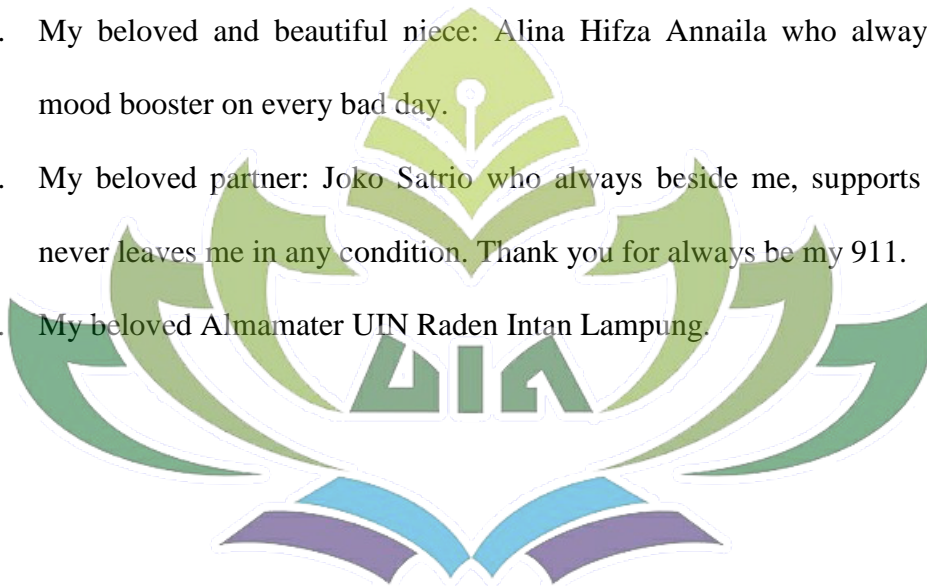


¹ A. Yusuf Ali, *The Holy Qur'an Text, and Translation*, (India: Millat Book Centre), p.240

DEDICATION

This thesis is dedicated to everyone who always beside me through many ups and downs. I would like to dedicate this thesis to:

1. My beloved parents: Mr. Sahrul and Mrs. Surniati who always give me support, pray, and guide me to be success in my study and my life.
2. My beloved brothers: Rohman Soleh and Romi Saputra who always protect and care about me.
3. My beloved and beautiful niece: Alina Hifza Annaila who always be my mood booster on every bad day.
4. My beloved partner: Joko Satrio who always beside me, supports me, and never leaves me in any condition. Thank you for always be my 911.
5. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Meri Susanti was born in Tangerang on March 6th, 1998. She is the only beautiful child of Mr. Sahrul and Mrs. Surniati. She has one old brother namely Rohman Soleh, and one young brother namely Romi Saputra.

She began her study at SD Negeri 01 Tanjung Senang and graduated in 2010. She continued her study at SMP Negeri 21 Bandar Lampung and graduated in 2013. After she graduated from Junior High School in 2013, she attended at SMA Negeri 15 Bandar Lampung and graduated in 2016. In 2016, she was accepted to be a student in the English Education Study Program of Teacher Training Faculty through SPAN at State Islamic University of Raden Intan Lampung.



ACKNOWLEDGMENT

Praise to Allah, the most merciful and the most gracious, who has given his blessing and chance to the researcher during her study until she finishes this thesis entitled “The Influence of Using VIP (Very Important Point) Strategy towards Students’ Reading Comprehension on Descriptive Text at The Tenth Grade of SMK Miftahul Ulum Bandar Lampung in The Academic Year of 2020/2021” This thesis is written as one of the requirements of S-1 degree at the English Study Program of UIN Raden Intan Lampung. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of the English Study Program at UIN Raden Intan Lampung.
3. Dr. Mohammad Muhassin, M.Hum, as the great advisor, who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis as well.
4. Agus Hidayat, M.Pd, as the best Co-advisor, who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis as well.

5. Fitri Ayuni, S.Pd, as the headmaster of SMK Miftahul Ulum Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. Siti Nihayatul Lailly, S.Pd, as the English teacher at the tenth grade of SMK Miftahul Ulum Bandar Lampung who has helped and given guidance during the research process.
7. All the excellent lecturers of English Education Study Program in UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
8. My beloved friends Inggil Sukmawati, Mifta Ikhzani Pratiwi, Rizka Rahmadhani, and Serin Nurmayulia who always be my good listener and always support me to finish my thesis.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, 2021

The Researcher,

Meri Susanti

NPM. 1611040152

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
MOTTO	iv
DEDICATION	v
CURRICULUM VITAE	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

A. Background of The Problem	1
B. Identification of The Problem	6
C. Limitation of The Problem	7
D. Formulation of The Problem	7
E. Objective of The Research	7
F. Significant of The Research	7
G. Scope of The Research	8

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory	9
1. Teaching English as a Foreign Language	9
2. Reading	10
a. Definition of Reading	10
b. Reading Comprehension	12
c. Teaching Reading	13
3. Text	15

a. Definition of Text.....	15
b. Concept of Descriptive Text.....	17
c. Language Features of Descriptive Text.....	18
d. Generic Structure of Descriptive Text.....	19
4. Concept of VIP Strategy.....	20
a. Definition of VIP Strategy	20
b. Procedure of VIP Strategy	22
c. Advantages of VIP Strategy	24
d. Disadvantages of VIP Strategy.....	25
5. Concept of Translation Strategy.....	26
a. Definition of Translation Strategy.....	26
b. Procedure of Translation strategy.....	27
c. Advantages of Translation Strategy	27
d. Disadvantages of Translation Strategy.....	28
B. Frame of Thinking.....	29
C. Hypothesis.....	30

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	31
B. Research Variable.....	32
C. Operational Variable	33
D. Population, Sample, and Sampling Technique.....	34
E. Data Collecting Technique	35
F. Instrument of The Research	36
G. Research Procedure	39
H. Scoring Procedure	41
I. Validity.....	41
J. Reliability	43
K. Data Analysis	44

CHAPTER IV RESULT AND DISCUSSION

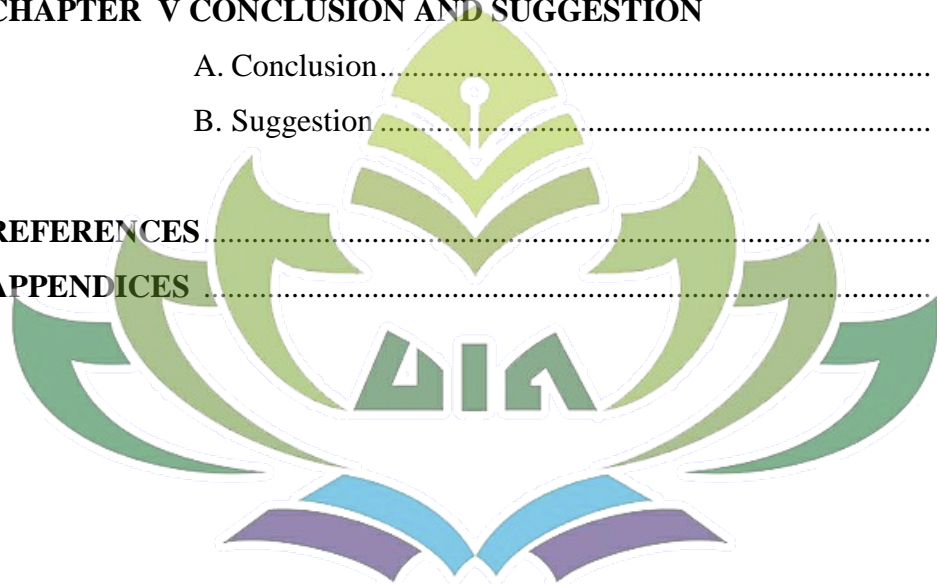
A. Result of the Research.....	47
1. Result of Pre-test	47
2. Result of Post-test.....	48
3. Result of Normality Test	49
4. Result of Homogeneity Test.....	50
5. Result of Hypothetical Test.....	51
B. Discussion	53

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	58
B. Suggestion.....	58

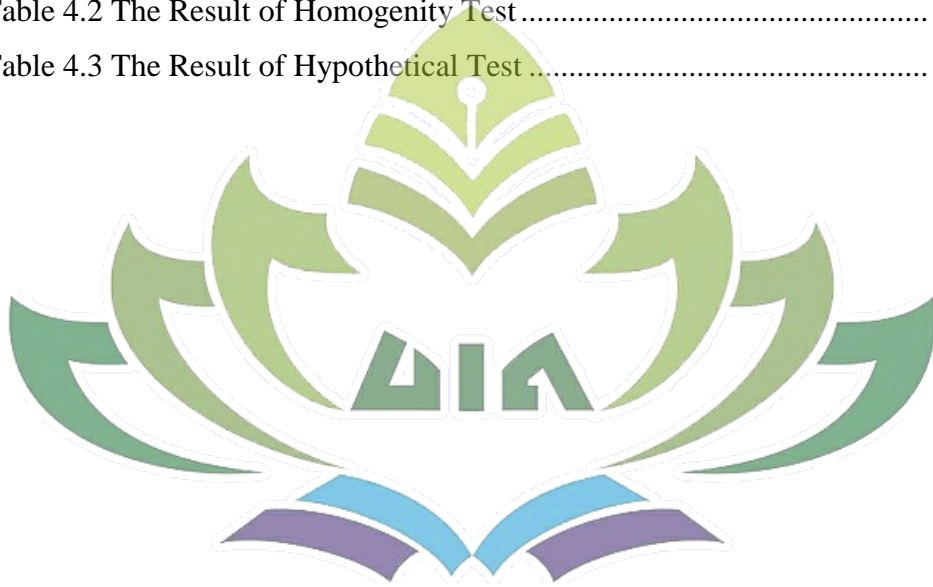
REFERENCES	60
-------------------------	----

APPENDICES	63
-------------------------	----



LIST OF TABLES

Table 1.1 Students' Reading Score	3
Table 3.1 Research Design.....	32
Table 3.2 The Population of Students at The Tenth Grade.....	34
Table 3.3 The Specifications of Pre-test and Post-test Before Validity.....	36
Table 3.4 The Specifications of Pre-test After Validity.....	37
Table 3.5 The Specifications of Post-test After Validity	38
Table 4.1 The Result of Normality Test.....	50
Table 4.2 The Result of Homogeneity Test	51
Table 4.3 The Result of Hypothetical Test	52



LIST OF FIGURES

Figure 1 The Result of Pre-test in Experimental Class	47
Figure 2 The Result of Pre-test in Control Class	48
Figure 3 The Result of Post-test in Experimental Class	48
Figure 4 The Result of Post-test in Control Class.....	49



LIST OF APPENDICES

Appendix 1 The Teachers' Interview Guideline	64
Appendix 2 The Result of Teachers' Interview	65
Appendix 3 The Students' Interview Guideline.....	66
Appendix 4 The Result of Students' Interview	64
Appendix 5 The Students' Reading Score	71
Appendix 6 The Instrument of Pre-test before Validity.....	74
Appendix 7 The Instrument of Post-test before Validity	87
Appendix 8 The Instrument of Pre-test after Validity	100
Appendix 9 The Instrument of Post-test after Validity.....	110
Appendix 10 The Validation Form for Reading Test	120
Appendix 11 The Syllabus.....	123
Appendix 12 The Lesson Plan for Experimental Class	129
Appendix 13 The Lesson Plan for Control Class.....	156
Appendix 14 The Result of Reliability Test of Pre-test.....	183
Appendix 15 The Result of Reliability Test of Post-test	185
Appendix 16 The Students' Reading Score in Experimental Class	187
Appendix 17 The Students' Reading Score in Control Class	188
Appendix 18 The Result in Experimental Class	189
Appendix 19 The Result in Control Class.....	191
Appendix 20 The Result of Normality Test.....	193
Appendix 21 The Result of Homogeneity Test.....	194
Appendix 22 The Result of Hypothetical Test.....	195
Appendix 23 The Students' Answer Sheet in Experimental Class	196
Appendix 24 The Students' Answer Sheet in Control Class	202
Appendix 25 The Documentation of The Research.....	208

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills that are important to be mastered in learning English because reading can make the students get more information and knowledge that is very helpful to increase the other language they learn. According to Brown, reading will be developed best in association with writing, listening, and speaking.² Students can gain and find recent knowledge by understanding it through reading.

Reading is a way to get information through the medium of print. According to Moreillon, reading is making meaning from print and from visual information.³ Also from Hittelman cited on Dechant, reading is the process of reconstructing from printed patterns the ideas and information intended by the author.⁴ It means that reading has an important position for students to get new information in the learning process.

Understanding what you read in reading is called reading comprehension. Reading comprehension is the most important thing in teaching-learning reading. According to Tankersley, comprehension is the center of reading.⁵ It means that comprehension is the main role in reading so students have to

² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (California: Longman, 2000), p. 298

³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10

⁴ Emerald Dechant, *Understanding and Teaching Reading: An interactive Model*, (New York: Routledge, 2013), p. 9

⁵ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p. 90

comprehend the reading material to understand and get information from the reading material.

In learning reading there were various problems found in students. According to Westwood, there are many different factors contribute to students problems in learning reading, some factor are from students' background, some within the teaching approach that the teacher use, some within learning environment, and some are possibly related to working relationship between teacher and student.⁶ It means that reading is not a simple thing. There were several factors that can cause students difficulty in learning reading.

Based on the preliminary research in SMK Miftahul Ulum Bandar Lampung by interviewed the English teacher and the students, the researcher found several problems. From the English teacher of the tenth grade of SMK Miftahul Ulum Bandar Lampung, Siti Nihayatul Lailly, S.Pd she said that teaching reading was more difficult than other skills because the teacher needs to increase students' motivation because the students were lazy in learning reading. Besides that, the researcher also found problems faced by the students. From the students' interviews, they stated that reading was a boring activity because they only read long paragraphs in texts, and then translate a whole text. From that students don't understand the content of the text they have read because all they do is only translating not understanding the content of the text and that makes students have a low score in reading

⁶ Peter S. Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assesment*, (Australia: Aust Council for Ed Research, 2001), p. 26

comprehension. The following table was showed the students' reading comprehension score:

Table 1.1
The Students' Scoring Standard and Range in Reading

Range	Qualification	Class			Total of Students	Percentage
		X TKJ 1	X TKJ 2	X AP		
90-100	Excellent	-	-	-	-	-
80 - 89	Good	3	2	2	7	6.6%
70 - 79	Fair	14	10	15	39	36.8%
60 - 69	Poor	15	17	9	41	38.6%
< 60	Bad	3	7	9	19	18%
Total		35	36	35	106	100%

Source: the data from English Teacher of SMK Miftahul Ulum Bandar Lampung

From the table criteria of brown above⁷, it can be seen that students with low scores (56.6%) have a higher percentage than students with a high score (43.3%). The researcher assumes that the low scores of students were caused by students' problems in the learning process, especially in learning reading.

Based on the problems above, the researcher assumed that the problem comes from internal and external factors. The internal factor comes from the students; the students were lack motivation in reading. Therefore external factors came from teachers; the strategy that teacher used was less effective to build students' motivation in reading.

Dealing with those problems, the teacher used a strategy that can develop students reading comprehension. In this research, the researcher used VIP (Very Important Point) strategy to help the students to develop their reading comprehension. Hoyt stated that VIP (Very Important Point) Strategy will

⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), p. 287

help students to reflect and summarize the text.⁸ According to Senemoglu cited on Purwandani, summarizing causes students to read for comprehension, discriminate the important ideas, put the information with his own words.⁹ It means that the VIP (Very Important Point) strategy can be used to help students to develop their reading comprehension by summarizing the text. VIP (Very Important Point) Strategy will help students summarizing text by deciding the important point from the text. Also from Brummer and Macceca, the tactile or kinesthetic action of placing strips of sticky notes onto the pages of the book increases student involvement and motivation.¹⁰ It means that VIP (Very Important Point) strategy can help to increase students' motivation in reading. There are several previous types of researches about VIP (Very Important Point) strategy that show this strategy is effective to develop students' reading comprehension in the teaching-learning process.

The first previous research about VIP (Very Important Point) was done by Husaini. The research focuses on The Effect of Using Very Important Point (VIP) Strategy on The Students' Achievement in Reading Comprehension at Seventh Grade in MTs Madinatussalam in Academic Year 2018/2019. The result of the research showed that there was a significant effect by using Very Important Point (VIP) Strategy. Based on the result of the analysis data, the researcher found H_a accepted and H_o rejected. It means that using Very

⁸ Linda Hoyt, *Revisit, Reflect, Retell: Updated Edition*, (United States of America: Heinman, 2009), p. 44

⁹ Mita Eka Purwandani, *Improving Reading Comprehension through Summarizing Activities to The Eight Grade Students of SMP Muhammadiyah 8 Yogyakarta in the Academic Year of 2013/2014*,

¹⁰ Trisha Brummer and Stephnie Macceca, *Reading Strategies for Mathematics Second Edition*, (Huntington Beach: Shell Education, 2014), p. 189

Important Point (VIP) is effective to increase students' reading comprehension.¹¹

The second previous research was done by Rusdi and Marlina. The research focuses on Teaching Narrative Reading Text by Using Very Important Point (VIP) Strategy to Senior High School Students. From the result of the research, the researcher found that the VIP (VIP) Strategy can be used as an alternative in the teaching-learning process by catching the students' attention. It means that Very Important Point (VIP) strategy is effective to be used by the teacher in teaching reading.¹²

The third research was done by Dahlan and Fitriani. The research focuses on Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the Second Grade Senior High School. The result of the research showed that by combining PACA and VIP strategy the students' reading comprehension was successfully enhanced. It can be seen from the result of data analysis, the researcher found H_a accepted and H_o rejected. It means that combining PACA and VIP strategy is effective in enhancing students' reading comprehension.¹³

In the previous research above, it can be found that the researcher uses the same strategy namely VIP (Very Important Point) strategy. However, there are some differences between the previous research with this research. First,

¹¹ M.Fahri Husaini, *The Effect of Using Very Important Point (VIP) Strategy on The Students Achievement in Reading Comprehension at Seventh Grade in MTs Madinatussalam in Academic Year 2018/2019*, (Medan: Repository.uinsu.ac.id, 2019)

¹² *Ibid.*

¹³ Muhammad Dahlan Bahang, Fitriani, Kamban, *Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the second grade Senior High School*, Jurnal LLDIKTI Wilayah IX Sulawesi, Vol.1, No. 1, p. 32, April 2019

in this research, the researcher used descriptive text as the learning material. Even though, the previous researchers used self-introduction and narrative text as the learning material. Second, in this research, the researcher used tenth-grade students as the subject of research. Meanwhile, the previous researcher used seventh-grade of junior high school, ninth-grade of junior high school, and eleventh-grade students of senior high school as the subject of their research. Third, in this research, the researcher used quasi experimental as the research design. Meanwhile, the previous research used true experimental and pre-experimental as the research design.

Based on the explanation above, the researcher conducted a research with the title “The Influence of Using VIP (Very Important Point) Strategy towards Students’ Reading Comprehension on Descriptive Text at The Tenth Grade of SMK Miftahul Ulum Bandar Lampung in The Academic Year of 2020/2021”.

B. Identification of the Problem

Based on the background of the problem above, the researcher formulated the problems as follows:

1. The students were difficult to comprehend the reading material, especially in descriptive text.
2. The students’ motivation in learning reading still low.
3. The teachers’ strategies were less effective.

C. Limitation of the Problem

In this research, the researcher decided the limitation of the problem it only focuses on analyzed the use of VIP (Very Important Point) Strategy in learning descriptive text, especially on tourism places.

D. Formulation of the Problem

Based on the identification and the limitation above, the researcher formulated the problems of this study as follows: is there any significant influence of using VIP (Very Important Point) strategy towards students' reading comprehension on descriptive text at the tenth grade of SMK Miftahul Ulum Bandar Lampung in the Academic year of 2020/2021?

E. The Objective of the Research

The objective of this research in order to know whether is any significant influence of using VIP (Very Important Point) strategy towards students' reading comprehension on descriptive text at the tenth grade of SMK Miftahul Ulum Bandar Lampung in the Academic year of 2020/2021.

F. Significant of the Research

The researcher hopes that this research was provided some theoretically and practically uses as follows:

1. Theoretically

This research was expected to give new information and the theory of VIP (Very Important Point) to all readers.

2. Practically

a. For the students

The students' comprehension in reading the descriptive text will increase after using the VIP (Very Important Point) strategy.

b. For the teacher

The teacher can use VIP (Very Important Point) strategy as a reference in teaching reading descriptive text.

G. Scope of the Research

In this research, the researcher decided the scope of the research as follows:

1. The Subject of the Research

The subject of the research was the science students at the tenth grade of SMK Miftahul Ulum Bandar Lampung in the academic year of 2020/2021.

2. The Object of the Research

The objects of this research were the VIP (Very Important Point) strategy and the students' reading comprehension on descriptive text.

3. Place of the Research

The research was conducted at SMK Miftahul Ulum Bandar Lampung.

4. Time of the Research

The research was conducted in the first semester of the academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

The researcher provided several theories related to this research in this chapter. The theories focus on Teaching English as a foreign language, reading, text, the concept of VIP (Very Important Point) strategy, and the concept of translation strategy.

1. Teaching English as a foreign language

Language is used by humans as a tool for communicating. From all the living languages, English is the most widely used in the world.¹ It means that English is used by almost of people in the world because English is an international language that is used to communicate with every people from a different country.

In our country, English has a role as a foreign language. English as a foreign language is generally taken to apply to the students who are studying general English at the school and institutes in their country or as transitory visitors in a target-language country.² It means that English is only applied by the students in school or institutes and that it makes students difficult in mastering English because they rarely practice English in daily life.

¹ Geoffrey Broughton, Christopher Brumfit etc, *Teaching English as a Foreign Language*, (University of London Institute of Education: Taylor and Francis e-Library, 2003), p.1

² Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39

Teaching English as a foreign language in school should use effective way to maximize the process of learning English for students. Muhassin states the teachers should creative in creating a lesson through an appropriate task, where students can be active and successful in pairs and also group work.³ It means the teachers must innovate to make the teaching-learning process effective for students.

Based on all the theories above, the researcher concluded that teaching English as a foreign language should use an effective way, the teachers should innovate to make students maximize learning English because English is very important to be mastered considering that English is used as a global language in the world.

2. Reading

a. Definition of Reading

Reading is an activity that people use to get information from text. As Serravallo said reading is thinking and understanding and getting at the meaning behind the text.⁴ Also from Patel and Jain states that reading is not the only source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.⁵ From that, we know reading holds an important role

³ Mohammad Muhassin, Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study At SMAN 9 Bandar Lampung, *Humaniora*, Vol. 7, No. 4, p. 485-492, October 2016

⁴ Jennifer Serravallo, *Teaching Reading in Small Groups*, (Porstmouth: Heineman, 2010), p.43

⁵ M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*, (Vaishali Nagar: Sunrise, 2008), p. 114

because reading not only increases someone's information but also expands someone's knowledge by reading the text.

According to Grabe, reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁶ In another way, Lems states, reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge.⁷ It can be inferred that reading is a process of receiving information from the text to the readers.

In addition, reading is not just a means of maintaining social interaction or gaining world knowledge but also important to the process of learning.⁸ It means that reading is a useful activity in every aspect of life because reading not only expands the reader's knowledge but is also can help the process of learning.

Based on all of the definitions above, the researcher concluded that reading is the process carried out by the readers to understand what the writer is trying to convey through the text, so the readers will get information from the text as the result. It can be said that reading is an important skill that must be mastered by every student because it helps students to increase their knowledge.

⁶ William Grabe, *Reading in A Second Language*, (New York: Cambridge University, 2009), p. 57

⁷ Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

⁸ Peter Watkins, *Teaching and Developing Reading Skills*, (United Kingdom: Cambridge University Press, 2017)

b. Reading Comprehension

Comprehension is the most important thing in reading. Based on Tankersley, “Comprehension is the heart of the reading process”.⁹ Understanding the contents of the text that has been read is the purpose of reading, therefore reading cannot be separated from comprehension. As Anderson cited on Linse said, the purpose of reading is comprehension.¹⁰

Comprehension is the ability of learners to understand the written text they have read. According to Pang, et.al cited on Resolusi, comprehension is the process of deriving meaning from connected text.¹¹ In other words, comprehension means getting meaning from the written text. Grellet defined reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible.¹² Also from Oakhill, et.al reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment.¹³ It means that reading comprehension is very important to be mastered because there are many benefits.

⁹ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p.114

¹⁰ Caroline T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p.71

¹¹ Mensi Resolusi, *Teaching Reading Comprehension by Experience-Text-Relationship (ETR) Strategy to The Eighth Grade Students of SMP Sandika Palembang*, Edukasi Jurnal Pendidikan Dan Pengajaran, Vol. 2, No.2, p.135, May 2016

¹² Françoise Grellet, *Developing Reading Skills*, (United States of America: Cambridge University Press, 1981), p.3

¹³ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding And Teaching Reading Comprehension*, (New York: Routledge, 2015), p.1

Brown states there are eight criteria that are commonly used in measuring students' reading comprehension, as follows:

- a. Main idea.
- b. Expressions/idioms/phrase in context.
- c. Inference (implied detail).
- d. Grammatical features.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated detail).
- g. The supporting idea(s).
- h. Vocabulary in context.¹⁴

Based on all theories above, the researcher concluded that reading comprehension is the process of learners to get information in the text about the main idea, expressions/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), vocabulary in context.

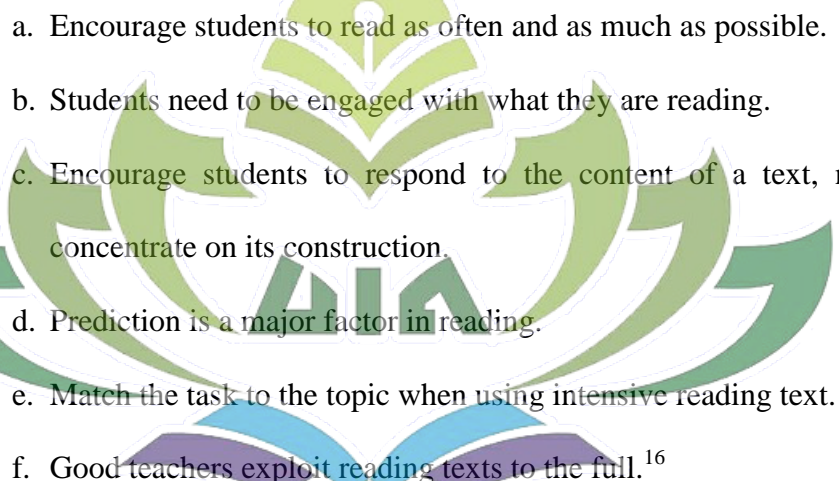
c. Teaching Reading

Teaching is an activity of delivering knowledge from the teacher to all participants in the class. According to Brown, teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with

¹⁴ H. Douglass Brown, *Language Assessment Principle, and Classroom Practice*, (New York: Longman, 2004), p. 206

knowledge, causing to know or understand.¹⁵ It means that teaching is a process of providing knowledge carried out by the teacher to learners which servers to make learners gain new knowledge and understand many things more deeply.

Teaching reading is a process of the teacher to make learners understand how to read the written text properly and correctly. In teaching the reading process there are some principles of teaching reading, as follows:

- 
- a. Encourage students to read as often and as much as possible.
 - b. Students need to be engaged with what they are reading.
 - c. Encourage students to respond to the content of a text, not just concentrate on its construction.
 - d. Prediction is a major factor in reading.
 - e. Match the task to the topic when using intensive reading text.
 - f. Good teachers exploit reading texts to the full.¹⁶

Based on those theories above, it can be concluded that in teaching reading comprehension the teacher must be able to encourage students to read as often and engaged with what they reading.

¹⁵ H. Douglass Brown, *Principle Language Learning and Teaching 5th Edition*, (New York: Pearson Longman, 2007), p. 8

¹⁶ Jeremy Harmer, *How to Teach English*, (Oxford: Longman, 2007), p. 101

3. Text

a. Definition of Text

According to Hyland, the text should have a structure, they are orderly arguments of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁷ It means the text is a collection of words, clauses, and sentences, which are arranged in an organized and structural manner and follow the grammatical rules.

However, there are several types of text are taught in senior high school. According to Gerrot and Wignel, there are thirteen types of text, as follows:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text telling someone what you have done.

c. Report

Report is a text to describe the way things are with reference to a range of natural, made, and social phenomena in our environment.

d. Analytical exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News item

¹⁷ Ken Hyland, *Teaching and Researching Writing 2nd Edition*, (Edinburgh Gate: Pearson, 2009), p. 8

A news item is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to entertain the reader.

h. Procedure

Procedure is a text telling someone else how to do something.

i. Description

Description text is a text to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

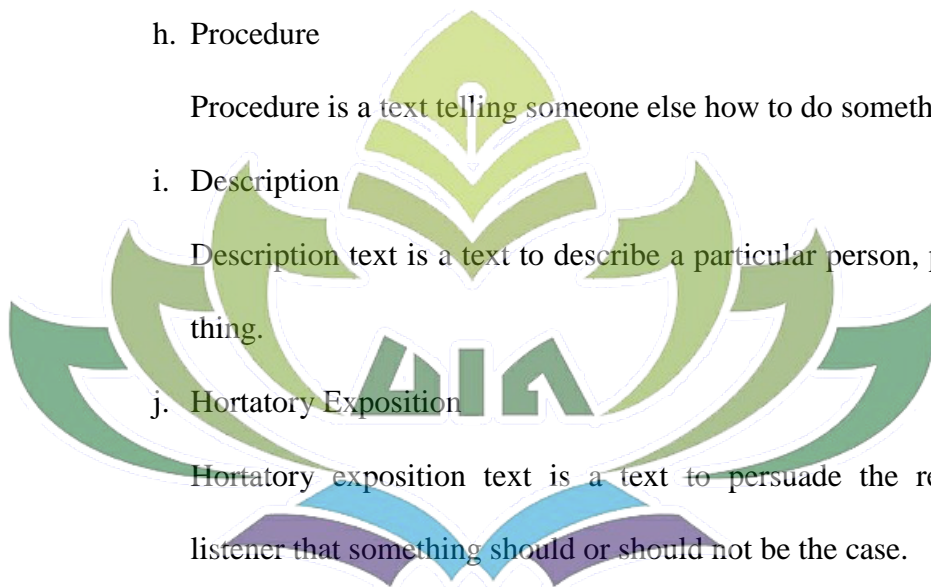
k. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews



Review is a text to critique an art work or event for a public audience.¹⁸

Based on those explanations about thirteen types of text, the researcher concluded that each text has different characteristics, functions, and purposes. In this research, the researcher will focus on one genre text that is descriptive text.

b. Concept of Descriptive Text

Descriptive text is one of thirteen types of text that exists in the English lesson. In senior high school, descriptive text is one type of text which is learned by the students. According to Djuharie descriptive text is a text to describe a particular person, place, or thing.¹⁹ Also from Pardiyoono cited on Mahgribi, descriptive text gives descriptions from the living or non-living to the reader.²⁰ It means that descriptive text is a type of text that the contents are about explaining what the writer thinks and see about a person or place to the readers.

In addition, descriptive text is a text which says what a person or thing is like.²¹ In other words, descriptive text is a text that contains a

¹⁸ Linda Gerot and Petter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p. 192-217

¹⁹ Otong Setiawan Djuharie, *Essay Writing*, (Bandung: CV. Yrama Widya, 2009), p.153-154

²⁰ Alizen Gheriz Mahgribi, *The Effectiveness of Brochure Towards Students' Reading Comprehension Skill in Descriptive Text of Eighth Grade Students at SMPN 2 Sumbergempol*, (Tulung Agung: repo.iain-tulungagung.ac.id, 2016), p. 4

²¹ Musrafidin S.M.Hum and Elida Susi Lumban Gaol, *Improving Students' Reading Comprehension of Descriptive Text By Applying Prediction Strategy at Eight Grade Students at SMP Negeri 1 Pollung in Academic Year 2018/2019*, E-journal for al sciences of Tapanuli Journals, Vol. 1, No. 1, p. 184, August 2018

description of a person, animal, things, or place that the writer tries to convey through written text.

In conclusion, the researcher defined descriptive text as text that contains a picture or someone or something like an animal or place, which the writes' sees and feels and tries to convey through written text so the readers can imagine or even understand what the writer is trying to explain.

c. Language Features of Descriptive Text

According to Derewianka cited on Hidayad, the language features of descriptive text are as follows:

1. Specific participants (my cat).
2. Some action verbs, especially when describing behavior (climb, eat, and erupt).
3. Many linking verbs (is, are, has, have, belongs to).
4. In the present tense (I have a cat).
5. Descriptive language, but factual and precise rather than imaginative or lively;

E.g to convey.

What they look like (color, shape, size, etc.)

What they have (body, parts, components, etc.)

What they do (habits, behavior, functions, uses, etc.)

6. Language for defining, classifying, comparing, and contrasting (are called, belong to, can be classified as, are similar to, are more powerful than).
7. Likely to contain technical vocabulary.
8. The writing is a relatively formal and objective style. The use of first-person pronouns (I, we) and the writer's opinion are not generally appropriate in this type of writing.²²

d. Generic Structure of Descriptive Text

According to Amarin et.al cited on Dari states that the generic structure of a descriptive text is:

1. Identification

Identification refers to identify a phenomenon to be described.

2. Description

Description refers to describes parts, qualities, and characteristics.²³

²² Ferri Hidayad, *Teaching Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) to Eight Grade Students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin Districts*, ELTE Journal of English Language Teaching and Learning, Vol. 5, No.1, p. 88, February 2017

²³ Nirwana Wulan Dari, *The Effect of Wholesome Scattering Game on Students' Writing Descriptive Text Ability (A study at the Eight Grade of SMP NEGERI 1 Angkola Selatan in 2018/2019 Academic Year)*, Jurnal LINER (Language Intelligence and Educational Research, Vol. 3, No. 1, p. 91, March 2020

The example of descriptive text:

Title	Gigi Hiu Beach
Identification	Gigi hiu beach is located in Kelumbayan, Tanggamus Regency, Lampung, Indonesia. The location of this beach is about 81 kilometers from the center of Bandar Lampung. Gigi hiu beach offers a different natural panorama from another beach, this beach offers beautiful scenery accompanied by a stretch of taper rocks scattered along the beach.
Description	In Gigi hiu beach, visitors are not allowed to swim or snorkel because the waves are quite large and accompanied by quite sharp corals. However, this beach has a very stunning view, Gigi hiu beach is very suitable for visitors who like to hunt beautiful photos or videos, to get photos with maximum views, visitors are advised to take photos while sunrise or sunset. At that time the sun makes the view more beautiful.

Adapted from: <https://www.ilmubahasainggris.com/descriptive-text-pantai-kiluan-dalam-bahasa-inggris-beserta-arti/>

4. Concept of VIP (Very Important Point) Strategy

a. Definition of VIP (Very Important Point) Strategy

According to Perez, the VIP strategy is a simple way to helps your students locate and label their main ideas and assist their connection with text.²⁴ In another way Brummer and Macceca state that an essential part of summarizing the reading material is identifying the main idea and the most important points.²⁵ Also from Hoyt cited on Brummer and Macceca states that in the Very Important Points strategy students place sticky strips on the text to

²⁴ Kathy Perez, *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction*, (Unites States of America: Corwin Press, 2008), p. 101

²⁵ Trisha Brummer and Stephnie Macceca, *Reading Strategies for Mathematics Second Edition*, (Huntington Beach: Shell Education, 2014), p. 189

indicate the most important ideas. Students can also use the sticky strips to identify points of interest, points of confusion, precise details, a place where the student makes a connection, or whatever the teacher or students wish to focus on.²⁶

In another way, Dahlan and Fitriani describe that the VIP (Very Important Point) strategy is a strategy that helps the students increase concentration in reading text and helps students learn to pick out the main ideas and the supporting idea from the text.²⁷ In addition, Tama cited on Rusdi and Marlina stated the VIP (Very Important Point) is a strategy that helps students to choose the most important points in a reading selection.²⁸

After reading the definition above, the researcher concluded that VIP (Very Important Point) is a strategy that can be used to help students to get the important information by determining which point are very important from the text by using sticky note so the students not only read but they can understand the contents of their reading material by doing VIP (Very Important Point) strategy in the teaching-learning process.

²⁶ *Ibid.*

²⁷ Muhammad Dahlan Bahang, Fitriani, Kamban, *Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the second grade Senior High School*, Jurnal LLDIKTI Wilayah IX Sulawesi, Vol.1, No. 1, p. 29, April 2019

²⁸ Aulia Sari Rusdi and Leni Marlina, *Op.cit*, p. 234

b. The Procedure of VIP (Very Important Point) Strategy

The procedure in VIP (Very Important Point) Strategy according to Linda Hoyt as follows:

1. Have students cut sticky notes so that there are slim strips of paper extending out from the sticky edge.
2. As student read, they can tear off these pieces of fringe to mark points in the text that they feel are significant. These may be points of confusion or points where the students felt a personal connection.
3. As post reading activity, students can compare the points they marked and tell why they chose to mark each one. There are no prefabricated questions. Readers simply talk to each other about what they read using self sticky notes as points of reference. It is critical that the VIPs (Very Important Points) be justified in the conversation. As students share their VIPs, they need to make statements such as “I chose to mark this point because...”²⁹

Meanwhile, according to Brummer and Macceca, procedure of VIP (Very Important Point) Strategy as follows:

1. Select a section of the text for students to read.
2. Determine in advance the number of Very Important Points each student can identify as he or she reads the selection.

²⁹ Linda Hoyt, *Revisit, Reflect, Retell: Updated Edition*, (United States of America: Heinman, 2009), p. 44

3. Distribute the set number of sticky strips (sticky notes that have been cut into thin strips of paper with a sticky end) to each students.
4. Clearly establish the purpose for reading and explain to students what they will be looking for as they read (the most important ideas, unnecessary information, precise details, points of interest, point of confusion, a place that triggers a connection, etc)
5. Instruct students to place the sticky strips directly on the text.
6. After reading, have students meet with partners or in small groups to discuss the Very Important Points they selected.
7. Students should then explain and justify their choices and take notes.³⁰

The following was the procedure of VIP (Very Important Point) strategy that the researcher adapted from two procedures above:

1. The teacher gives the reading material about descriptive text and gives some sticky notes to the students.
2. The teacher explains the purpose for reading and explains to students what they will be looking for as they read. Here, the teacher asks students to look for main ideas, detailed information, and certain information as very important point.

³⁰ *Ibid.*

3. The teacher asks the students to read the reading material and determine which the very important point from the reading material then asks them to mark the very important point by using a sticky note.
4. The teacher asks the students to write down the result of the very important point they found from the reading material and write the reason why they choose that point in a paper.
5. After that, the teacher divides the students into some groups.
6. The teacher asks each group to discuss. In the discussion section, the students should explain and justify their choices of VIPs. The students can make statements such as “I chose to mark this point as the very important point because...”
7. Last, the teacher asks each group to summarize the text based on the very important point they have chosen and asks each group to read the result of their summary in front of the class.³¹

c. Advantages of VIP (Very Important Point) Strategy

According to Tama cited on Fahri, there were several advantages of VIP (Very Important Point) strategy, as follows:

1. This strategy makes the students interested in reading comprehension.
2. This strategy makes the student's motivation in reading comprehension increases

³¹ *Ibid.*

3. Make students more active not only between student-teacher but also students center
4. The situation more active in the teaching-learning process
5. The teaching-learning process would be easy comprehension.³²

From several advantages above, the researcher concluded that using the VIP (Very Important Point) strategy will increase students' motivation, so students can be active in learning reading activity. Also, the students become more active not only between student-teacher but also student centers. So, the students will be better at comprehending the reading material with the VIP (Very Important Point) strategy.

d. Disadvantages of VIP (Very Important Point) Strategy

Also from Tama cited on Fahri there were two disadvantages of VIP (Very Important Point) strategy, as follows:

1. In using VIP (Very Important Point) strategy, the students are so excited so they are not realizing to make noise.
2. The condition makes the teacher difficult to control them. Sometimes they move and speak too much.³³

³² M.Fahri Husaini, *Op.cit*, p. 134

³³ *Ibid*.

5. Concept of Translation Strategy

a. Definition of Translation Strategy

Based on an interview with an English teacher in SMK Miftahul Ulum Bandar Lampung, the teacher said that she uses translation strategy as a technique for teaching reading in the class. Therefore, in this research, the researcher focused on translation strategy as a teaching strategy in the control class.

According to Munday, translation is a process between two different written languages involves the translator in changing an original written text in the original language into a written text in a different language.³⁴ In another way, Loescher cited on Kembaren describe that translation strategy is a translator's potentially conscious plans for solving a problem faced in translating a text, or any segment of it.³⁵ Also from Krings cited on Kembaren states that translation strategy is a translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task.³⁶

³⁴ Jeremy Munday, *Introducing Translation Studies: Theories and Application 2nd Edition*, (United State of Americ and Canada: Routledge, 2008), p.5

³⁵ Dr.Hj.Farida Repelita Waty Kembaren, M.Hum, *Translation Practice (Indonesia - English)*, (Medan: CV. Widya Puspita, 2018), p.89

³⁶ *Ibid.*

b. The Procedure of Translation Strategy

The following procedure of translation strategy was adapted from Larsen-Freeman.

1. The students read a text written in English.
2. The students translate the passage from English to Indonesian.
3. The teacher asks students in their native language if they have any questions. A student asks one and is answered in her native language.
4. The students write out the results of their translation in the book.
5. The teacher gives questions related to the text.³⁷

c. Advantages of Translation Strategy

According to Rahmat Effendi cited on Dewi, there were several advantages of translation strategy as follows:

1. Translation strategy, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences.
2. A systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special importance for students. Students can understand

³⁷ Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15

and manipulate the morphology and syntax will develop students' ability to analyze and solve problems.³⁸

d. Disadvantages of Translation Strategy

Also from Rahmat Effendi cited on Dewi, there were several disadvantages of translation strategy as follows:

1. Translation can make students stuck on the text and the text will also have a different meaning if the translation is not accurate.

2. In translation strategy, mostly the texts are taken from literary works. The language learned often does not meet the practical needs of the students.³⁹

Because of the disadvantages of the translation strategy such as the students will only be stuck in their text and their translation. In this case, the researcher covered it with the advantages of VIP (Very Important Point) Strategy were in this strategy the students can discuss and share their opinion and information. It can make students become more active not only in student-teacher but also in student centers. Also VIP (Very Important Point) Strategy is very suitable for use in school because the text used will be in accordance with the syllabus and curriculum so the learning needs of students will be met.

³⁸ Erlika Dewi, *The Influence of Using Guided Reading Procedure (GRP) Strategies Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Eighth Grade at MTs Negeri 1 Tulang Bawang in The Academic Year of 2017/2018*, (Bandar Lampung: repository.radenintan.ac.id), p. 34

³⁹ *Ibid.*

B. Frame of Thinking

Based on preliminary research in SMK Miftahul Ulum Bandar Lampung, the researcher found there were problems in the teaching-learning process that came from English teachers and students. The English teacher's strategy was less effective and it makes students difficult to comprehend reading material and not interest in reading.

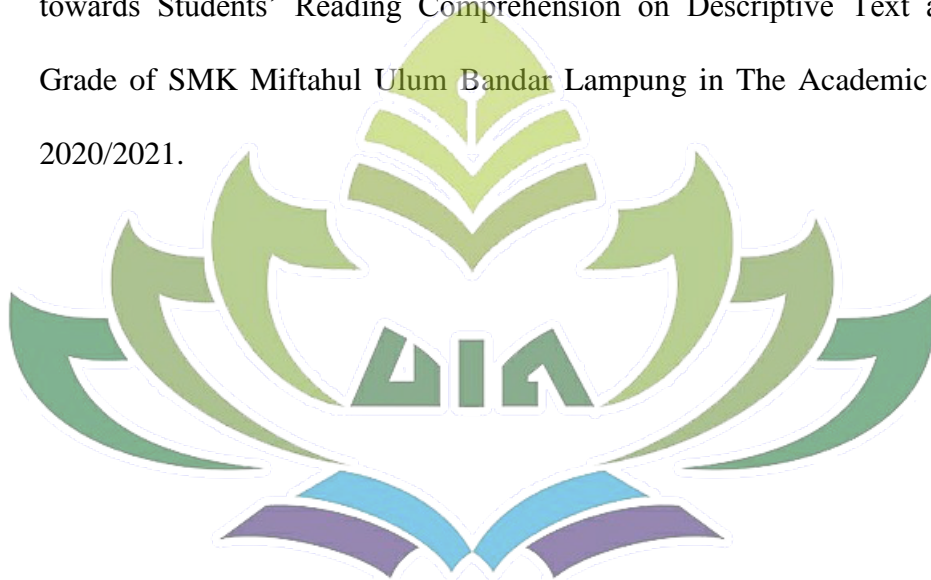
From the problems above, the researcher believed that using VIP (Very Important Point) strategy can help teachers and students to solve the problem in the teaching-learning process. VIP (Very Important Point) strategy is strategies that can make students comprehend about the information and meaning of the text that they have read by determining the very important point from reading material, mark the very important point with the sticky note, ask students to write down the very important point they choose with the reason why they choose that point, and the last is summarize the reading material as the result of their reading comprehension. Through VIP (Very Important Point) strategy, the students not only read the text but they get information and meaning from the text as the result they can comprehend their reading material. In addition, VIP (Very Important Point) strategy can make students' motivation increase because there is kinesthetic action while the students marking the reading material with the sticky notes.

C. Hypothesis

The researcher formulated the hypothesis of this research as follows:

H_a : There is any significant influence of VIP (Very Important Point) Strategy towards Students' Reading Comprehension on Descriptive Text at Tenth Grade of SMK Miftahul Ulum Bandar Lampung in The Academic Year of 2020/2021.

H_o : There is no significant influence of VIP (Very Important Point) Strategy towards Students' Reading Comprehension on Descriptive Text at Tenth Grade of SMK Miftahul Ulum Bandar Lampung in The Academic Year of 2020/2021.



REFERENCES

- Arikunto, Suharsimi. 2016. *Dasar-dasar Evaluasi Pendidikan Edisi 2*. Jakarta: Bumiaksara.
- Bahang, Muhammad Dahlan, Fitriani, Kamban. 2019. *Enhancing Reading Comprehension by Combining PACA and VIP Strategy at the second grade Senior High School*. Jurnal LLDIKTI Wilayah IX Sulawesi. Vol. 1. No. 1.
- Broughton, Geoffey and Brumfit, Christoper. 2003. *Teaching English as a Foreign Language*. University of London Institute of Education: Taylor and Francis e-Library.
- Brown, H. Douglas. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy*. California: Longman.
- Brown, H. Douglass. 2004. *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Brown, H. Douglass. 2007. *Principle Language Learning and Teaching 5th Edition*. New York: Pearson Longman.
- Brummer, Trisha and Macceca, Stephanie. 2014. *Reading Strategies for Mathematics Second Edition*. Huntington Beach: Shell Education.
- Budiyono. 2004. *Statistika Untuk Penelitian*. Surakarta: 11 Maret University Press.
- Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New York: Pearson Education.
- Dari, Nirwana Wulan. 2020. *The Effect of Wholesome Scattering Game on Students' Writing Descriptive Text Ability (A study at the Eight Grade of SMP NEGERI 1 Angkola Selatan in 2018/2019 Academic Year)*. Jurnal LINER (Language Intelligence and Educational Research. Vol. 3, No. 1.
- Dechant, Emerald. 2013. *Understanding and Teaching Reading: An interactive Model*. New York: Routledge.
- Dewi, Erlika. 2017. *The Influence of Using Guided Reading Procedure (GRP) Strategies Towards Students' Reading Comprehension on Descriptive Text at The First Semester of The Eight Grade at MTs Negeri 1 Tulang Bawang in The Academic Year of 2017/2018*. Bandar Lampung: repository.radenintan.ac.id.
- Diana Larsen and Freeman. 2000. *Technique and Principles in Language Teaching*. Oxford: Oxford University Press.
- Donald Ary, Lucy Cheter Jacobs, and Chris Sorensen. 2010. *Introduction To Research in Education 8th edition*. Canada: Wadsworth Cengage Learning.
- Dr.Hj.Farida Repelita Waty Kembaren, M.Hum. 2018. *Translation Practice (Indonesia - English)*. Medan: CV. Widya Puspita.

- Gerot, Linda, and Wignell, Petter. 1994. *Making Sense of Functional Grammar*. New South Wales: Gerd Stabler.
- Grabe, William. 2009. *Reading in A Second Language*. New York: Cambridge University, 2009.
- Grellet, Francoise. 1981. *Developing Reading Skills*. United States of America: Cambridge University Press.
- Harmer, Jeremy. 2004. *How to Teach Writing*. London: Pearson Education Limited.
- Harmer, Jeremy. 2007. *How to Teach English*. Oxford: Longman.
- Hidayad, Ferri. 2017. *Teaching Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) to Eight Grade Students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin Districts*. ELTE Journal of English Language Teaching and Learning. Vol. 5, No.1.
- Hoyt, Linda. 2009. *Revisit, Reflect, Retell: Updated Edition*. United States of America: Heinman.
- Husaini, M.Fahri Husaini. 2019. *The Effect of Using Very Important Point (VIP) Strategy on The Students Achievement in Reading Comprehension at Seventh Grade in MTs Madinatussalam in Academic Year 2018/2019*. Medan: Repository.uinsu.ac.id.
- Hyland, Ken. 2009. *Teaching and Researching Writing 2nd Edition*. Edinburgh Gate: Pearson.
- Kementrian Pendidikan dan Kebudayaan. 2014. *Bahasa Inggris SMA/MA/MAK/Kelas X Semester 1*. Jakarta : Kementrian Pendidikan dan Kebudayaan.
- Lems, Kristin. 2010. *Teaching Reading To English Language Learners*. New York: London.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.
- Mahgribi, Alizen Gheriz. 2016. *The Effectiveness of Brochure Towards Students' Reading Comprehension Skill in Descriptive Text of Eight Grade Students at SMPN 2 Sumbergempol*. Tulungagung: repo.iain-tulungagung.ac.id.
- Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association.
- Muhassin, M. (2016). Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung. *Humaniora*, 7(4), 485-492.
- Munday, Jeremy. 2008. *Introducing Translation Studies: Teories and Application 2nd Edition*. USA and Canada: Routledge.
- Oakhill, Jane., Cain, Kate and Elbro, Carsten. 2015. *Understanding And Teaching Reading Comprehension*. New York: Routledge.

- Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching: Methods, Tools & Techniques*, Vaishali Nagar: Sunrise.
- Perez, Kathy. 2008. *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction*. Unites States of America: Corwin Press.
- Purwandi, Mita Eka. 2015. *Improving Reading Comprehension through Summarizing Activities to The Eight Grade Students of SMP Muhammadiyah 8 Yogyakarta in the Academic Year of 2013/2014*. Yogyakarta: Eprints.uny.ac.id.
- Resolusi, Mensi. 2016. *Teaching Reading Comprehension by Experience-Text-Relationship (ETR) Strategy to The Eight Grade Students of SMP Sandika Palembang*. Edukasi Jurnal Pendidikan Dan Pengajaran, Vol. 2, No.2.
- Rusdi, Aulia Sari and Marlina, Leni. 2017. *Teaching Narrative Reading Text by Using Very Important Point (VIP) Strategy to Senior High School*. Journal of English Language Teaching. Vol. 6. No. 1.
- S, Musrafidin. M.Hum and Gaol, Elida Susi Lumban. 2018. *Improving Students' Reading Comprehension of Descriptive Text By Applying Prediction Strategy at Eight Grade Students at SMP Negeri 1 Pollung in Academic Year 2018/2019*. E-journal for al sciences of Tapanuli Journals. Vol. 1, No. 1.
- Serravallo, Jennifer. 2010. *Teaching Reading in Small Groups*, Porstmouth: Heineman.
- Setiawan Djuharie, Otong. 2009. *Essay Writing*. Bandung: CV. Yrama Widya.
- Tankersley, Karen. 2003. *The Threads of Reading*. Alexandria: ASCD.
- Watkins, Peter. 2017. *Teaching and Developing Reading Skills*. United Kingdom: Cambridge University Press.
- Westwood, Peter S. 2001. *Reading and Learning Difficulties: Approaches to Teaching and Assesment*. Australia: Aust Council for Ed Research.